**K-5 Math Lesson Plan**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Teacher:** | | | **Grade: 2nd grade** | | | **Date(s)**:  Task 2 Lesson 2 |
| **Unit Title:**  Understand Place Value (Hundreds, Tens, and Ones) | | | | **Corresponding Unit Task:** Using the total number of each item in the school store inventory, represent each number multiple ways. Use base-ten blocks, place, and number words. | | |
| **Essential Question(s**): How do I compose numbers up to 1000? How do you know the value of a number? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher**: Projector, board, markers, place value blocks | | **Student:** board, journals, markers, place value blocks | | | **Hundreds tens ones value worth place digit** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: 2.NBT.1** *Understand that the 3-digits of a 3-digit number represent the amound of hundreds, tens, and ones.*  **2.NBT.3** *Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form. (Special Note: Expanded form will be taught in Unit 3.)* | | | | | |
| **I Can Statement(s):** I can use number names to read and write numbers to 1000. I can use base numerals to read and write numbers to 1000. | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?) Matching Digits to their Number Words…..Teacher alternates providing digits/number words and students write the corresponding number in their journals and/or on boards. | | | | | |
| **Teacher Directed**: Teacher writes a number up on the board or projector. She emphasizes the place value and position of each number. She repeats with a variety of two digit and three-digit numbers to 1000. | | | | | |
| **Guided Practice:** Teacher builds on previous lesson with the game “What’s my Number Riddles”. Teacher will say: I have 7 tens and 3 ones…what’s my number? Students will use base ten blocks and/or white boards to determine their answers. Teachers will call out a variety of numbers up through 1000. | | | | | |
| **Independent Practice:** Teacher writes up five number words. Students write the number and draw the corresponding picture using base ten models. Teacher will walk around to monitor progress. | | | | | |
| **Closing/Summarizing Strategy:** Teacher will call students up to display how they represented their numbers. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Teacher can provide students with numbers that are mixed up (ex. 3 tens, 4 hundreds and 5 ones) and students must write the correct number in word and visual form. | | | Have students practice making two digit numbers utilizing only tens and ones blocks. | | | Have students give their partner a number and the other student must write and verbally state the number. Students practice utilizing key vocabulary orally and in journals. |
| **Assessment(s):** Go back to “What’s My Number”…Teachers gives the numbers and students write their final answers in journals. | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |